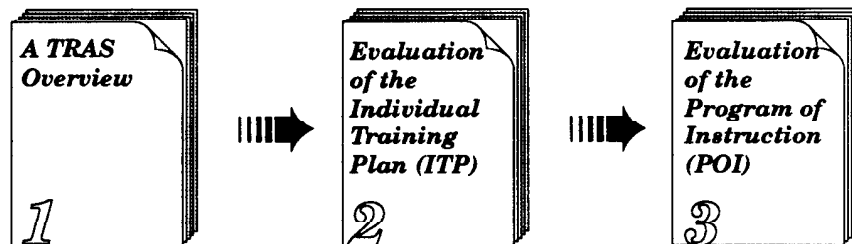

TRAINING EVALUATOR COURSE

M O D U L E F O U R

S T U D E N T W O R K B O O K

***Evaluation of TRAS
Audit Trail Documents***

MODULE 4 LESSONS



U.S. Army Training and Doctrine Command
Training Development and Analysis Directorate
Ft. Monroe, VA 23651-5000

SEPTEMBER 1992

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

PROPONENT

▼.....
TRADOC Schools, Integrating Centers, and HQ TRADOC developed the materials that make up the Training Evaluator Course as a team effort. We acknowledge the work of all individuals and organizations that directly participated in this effort. We thank them for the support they provided and congratulate them on a job well done.

▼.....
The proponent for this document, and the Training Evaluator Course, is the Commander, Headquarters Training and Doctrine Command (HQ TRADOC). Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Commander, HQ TRADOC, ATTN: ATTG-CD, Fort Monroe, VA 23651-5000. Make telephone inquiries by calling DSN 680-5590 or COMM (804) 728-5590.

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

CONTENTS

INTRODUCTION ▼	
Purpose of Workbook	1
How to Use Workbook.....	3
Module Overview	4
 LESSONS ▼	
Lesson 1. A TRAS OVERVIEW	7
Lesson Introduction	8
Lesson Objective	8
Lesson Activities	8
• Definition of TRAS	8
• TRAS Goals	9
• ITP Content	10
• The Resourcing Process	12
Lesson Review and Summary	16
End-of-Lesson Exercise	17
 Lesson 2. EVALUATION OF THE	
INDIVIDUAL TRAINING PLAN (ITP)	19
Lesson Introduction	20
Lesson Objective	20
Lesson Activities	20
• Purpose of ITP	20
• Why Evaluate an ITP?	21
• ITP Checklist.....	22
Lesson Review and Summary	23
End-of-Lesson Exercise	24
 Lesson 3. EVALUATION OF THE	
PROGRAM OF INSTRUCTION (POI)	25
Lesson Introduction	26
Lesson Objective	26
Lesson Activities	27
• POI Relationship to ITP and CAD.....	27
• POI Content.....	28
• CAD Content	29
• Why Evaluate a POI?	30
• POI Checklist	31

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

	Lesson Review and Summary	31
	End-of-Lesson Exercise	32
CONCLUSION	▼.....	
	End-of-Module Exercise.....	34
	References and Suggested Readings.....	35

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

■ INTRODUCTION

PURPOSE OF WORKBOOK

▼.....

This workbook is one of a series of workbooks that, with other training materials, is used in the Training Evaluator Course. The course was developed primarily for new training evaluators assigned to the Directorate of Evaluation and Standardization (DOES) in each TRADOC school. Although designed primarily for DOES personnel in TRADOC schools, the training may be beneficial to other personnel who have training evaluation responsibilities.

The Training Evaluator Course consists of a series of training modules. Each module will train you on a specific task or tasks that DOES training evaluators perform. This workbook will be your guide as you work through Module 4. The other modules that make up this program are shown in the table below.

Modules In The Training Evaluator Course

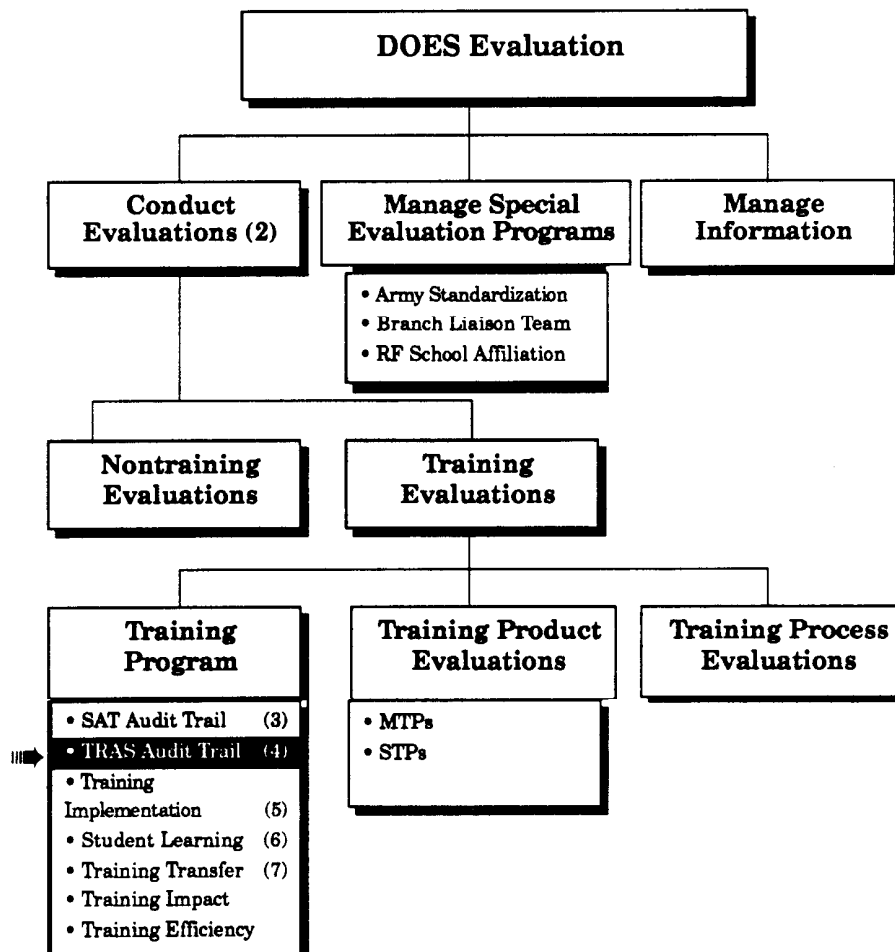
1. Introduction to DOES and Training Evaluation
2. The Evaluation Process
3. Evaluation of SAT Audit Trail Documents
4. **Evaluation of TRAS Audit Trail Documents**
5. Evaluation of Training Implementation
6. Evaluation of Student Learning
7. Evaluation of Training Transfer to the Job

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

This module of the Training Evaluator Course provides training on conducting an evaluation of Training Requirements Analysis System (TRAS) audit trail documents for a course at your school. Figure 1 below shows the relationship of this module, which is highlighted, to the other modules in the course. The figure also shows how the DOES responsibility of evaluating TRAS audit trail documents relates to the other evaluation responsibilities of DOES.

Figure 1
DOES Evaluation Responsibilities
with Course Module Numbers



TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

HOW TO USE THE WORKBOOK

▼.....

This workbook and all other materials associated with the Training Evaluator Course were designed for you to use in a classroom situation with a course manager available. This course manager will help guide you through the various activities, provide feedback to you on your work, answer your questions, and provide any other assistance you require.

Although we recommend that you complete this workbook in a classroom situation, it can stand alone; you can complete it without assistance from a course manager, much like a correspondence course. If you work through the workbook by yourself, ignore the references made to course managers in the workbook. If you are using the workbook in a classroom situation with a course manager available, as it is intended to be used, follow all directions.

Following this introduction, you will complete a series of activities, including short reading assignments. To reinforce the readings, you will be required to complete short exercises following some readings. In these exercises, you will be asked to answer questions or perform certain skills discussed in the reading. After each exercise, the course manager will provide you feedback on how well you did on the exercise.

When you complete the workbook, you will be directed to see the course manager, who will provide you an End-of-Module Exercise. After you complete the End-of-Module Exercise, the course manager will check your work. The course manager will give you feedback on the exercise and then either direct you to do additional exercises in this module or provide materials for the next module.

As you have probably noticed, there is blank space on the left side of each page in this workbook. You can use this space for writing notes if you desire.

Take your time working through the workbook. If you have any questions, don't hesitate to ask the course manager.

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

MODULE OVERVIEW

▼.....

In the previous module of this course, Module 3 *Evaluation of SAT Audit Trail Documents*, we discussed how you conduct an audit trail evaluation to determine if the course you are evaluating was developed using a Systems Approach to Training. This included evaluation of audit trail documents which reflect the analysis and design work which determined what to teach in the course and how to teach it.

In this module, we will discuss another type of audit trail evaluations referred to as TRAS Audit Trail evaluation.

The soldier training conducted in every course at your school must fit into an overall training strategy for the occupational area to which the soldier belongs. A training strategy for each occupational area ensures that soldiers get training when they need it in their career and ensures that training at each skill level builds on, but does not duplicate, training given to the soldier at a lower skill level.

Significant resources are required to implement this training strategy and conduct the training in each course at your school. The resources required for each course must be accurately identified and planned for as part of the overall training strategy.

The Army has a system for ensuring that we develop these training strategies. This same system also helps ensure that we plan for the resources required to conduct courses which make up the strategy. This system is called the **Training Requirements Analysis System**, or TRAS.

The requirements for implementing the TRAS are outlined in TRADOC Regulation 351-1 (Training Requirements Analysis System).

As a training evaluator, part of your job is to make sure training strategies are developed and to make sure resource requirements for conducting courses are accurately identified and planned for. For this reason, you must understand the Training Requirements Analysis System. As an evaluator, you will be required to evaluate the documents that must be developed as part of the TRAS.

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

The three documents that your school must develop as part of the Training Requirements Analysis System are:

- The Individual Training Plan (ITP)
- The Course Administrative Data (CAD)
- The Program of Instruction (POI).

In this module we will discuss how you evaluate these three documents. The module is made up of three lessons.

In **Lesson One** we will briefly discuss the TRAS system and how it works.

In **Lesson Two** we will discuss the Individual Training Plan (ITP), to include why and how you evaluate it.

In **Lesson Three** we will discuss the Program of Instruction (POI), to include why and how you evaluate it.

After completing the three lessons in this module, you will complete an End-of-Module Exercise that will reinforce what the module lessons covered.

TRAINING EVALUATOR COURSE

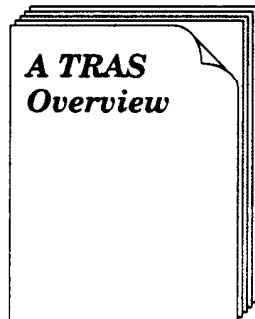
Evaluation of TRAS Audit Trail Documents

TRAINING EVALUATOR COURSE

M O D U L E F O U R

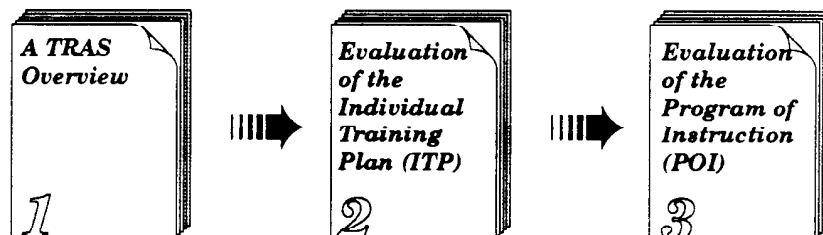
LESSON

1



A TRAS Overview

MODULE 4 LESSONS



U.S. Army Training and Doctrine Command
Training Development and Analysis Directorate
Ft. Monroe, VA 23651-5000

SEPTEMBER 1992

■ **LESSON INTRODUCTION**

In this lesson we will briefly discuss what the Training Requirements Analysis System (TRAS) is and what the system does. You must understand what TRAS is before you can begin to evaluate the TRAS documents.

■ **LESSON OBJECTIVE**

The training objective for this lesson is shown below. This objective includes: the action you will be able to perform at the conclusion of this lesson, the **conditions** under which you will be able to perform this **action**, and the **standards** to which you will be able to perform the action.

Conditions - Given the TRAS Job Aid provided with the workbook, any other references required and, a set of TRAS documents;

Action - You will review the TRAS documents;

Standards - You determine timeliness, completeness, and consistency among them.

■ **LESSON ACTIVITIES**

**DEFINITION OF
TRAS**

▼.....
The Training Requirements Analysis System is difficult to define. You can get a pretty good idea of what TRAS is simply by looking at the title of the system. TRAS is a **System** for **Analyzing Training Requirements** and developing plans to satisfy these requirements. To make the definition a little more specific, we can define TRAS as outlined at the next page.

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

TRAS

The system for **developing training strategies** and identifying **training resource requirements** for occupational areas within the Army.



See your course manager at this time. Your course manager will provide you with sample copies of TRAS documents (Individual Training Plan [ITP], Course Administrative Data [CAD], and Program of Instruction [POI]) that your school has prepared. Check to see that you have these documents.

PROCEED AFTER YOU HAVE SAMPLE COPIES
OF TRAS DOCUMENTS (ITP, CAD, and POI)

TRAS GOALS

▼.....

From the definition of the TRAS system, we can come up with these broad goals of TRAS:

1. TRAS provides an overall **training strategy** for each enlisted (or warrant officer) military occupational specialty (MOS), commissioned officer branch code, or separate functional training program.
2. TRAS identifies **resources** required to develop and implement training for each MOS, branch code, or separate functional training program.
3. TRAS provides the management tool that serves to orchestrate the training development process.

Now, let's discuss the first two of the TRAS goals.

1st Goal: TRAS Provides A Strategy

- **TRAS provides an overall training strategy for each MOS/SC.**

The Individual Training Plan (ITP) serves both of the TRAS goals stated above. Although the ITP is a resourcing

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

document, let's discuss it's role in laying out the training strategy for an MOS/branch code.

The ITP is the only document that addresses all the formal training in an MOS/branch code.

ITP CONTENT

▼.....

An ITP is organized in three major sections: an **ITP Narrative** section, a **Milestone Schedule** section, and a **Resource Estimates** section. Rather than discussing each section in detail, we will focus on key information that you will need to review to evaluate the documents.



Find the beginning of each of these three sections in your sample ITP.

As an evaluator, you will need to locate information in the ITP that answers four major questions concerning the MOS/branch code. These four questions are listed below.

QUESTION 1: Why was the ITP submitted?

The information to answer this question is found in the **Training Requirement** paragraph (paragraph (2)) of the ITP Narrative. This paragraph will tell you what has changed to cause the school to submit a new ITP, or revise an old one.



Locate and read the Training Requirement in your sample ITP.

QUESTION 2: What is the training strategy for the MOS/branch code?

The information to answer this question is found in the **Training Concept** paragraph (paragraph (3)) of the ITP Narrative. This paragraph, which actually could consist of

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

many pages, will tell you what formal training is provided at each skill level of the MOS for both active component and reserve component soldiers.



Locate and scan through the Training Concept in your sample ITP.

QUESTION 3: What are the milestones for all training events?

The information to answer this question is found in the **Milestone Schedule** section of the ITP. This section consist of a series of TRADOC Forms 122-R for each course in the MOS/branch code. These forms include the dates upon which important training development events will occur. These events include dates for submitting the CAD, the POI, the initial class start date, etc.



Locate the Milestone Schedule section in your sample ITP and scan through the Forms 122-R.

QUESTION 4: What resources are required to implement the training?

The information to answer this question is found in the **Resource Estimates** section of the ITP. This section includes several pages and different forms that provide estimates of resources (e.g., manpower, dollars, facilities, ammunitions, etc.) required to develop, implement, and evaluate the training for each course in the MOS/branch code.

NOTE

The manpower/resource requirements needed to perform all five Systems Approach to Training phases, for each course, are included in the Resource Estimates section of the ITP. **This includes all evaluations**, both internal and external, that are scheduled during the training years covered by the ITP.

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents



Locate the Resource Estimates section in your sample ITP and scan through the section.

That is a very brief overview of the ITP which provides an overall **training strategy** for each MOS/branch code for which your school is proponent. Obviously, an ITP includes much more information than what we discussed here. However, it is safe to say that, if you can locate and understand these four areas of information in the ITP, you will have a basic understanding of why and how your school intends to train the MOS/branch code covered by the ITP.

The first goal of TRAS, which we just discussed, is to provide an overall training strategy for each MOS/branch code. Let's now discuss the other goal of the TRAS system.

**2nd Goal:
TRAS Identifies
Resources**

• **TRAS identifies resources required to train each MOS/branch code.**

Where does a TRADOC school get the money, the people, and the equipment to conduct training? For our purposes in this course, we can assume that TRADOC Headquarters either provides or approves of the "resources" needed by the schools.

**THE
RESOURCING
PROCESS**

▼.....

The following five steps are a **simplified** version of how new training is resourced at your school. The discussion is based on a new training requirement resulting from a new piece of equipment. The role of each TRAS document is discussed.

Step 1 New equipment documents will clue the Training Developer of a training need.

Your school has personnel called "Combat Developers" (CDers) who are responsible for monitoring the development of new equipment or new concepts. CDers make a living working with the Life-Cycle Systems Management Model (LCSMM) and budgeteers the Planning, Programming, Budgeting, and Execution System (PPBES) just as you make your living working with the Systems Approach to Training (SAT).

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

NOTE

Both CD personnel and training development (TD) personnel, like you, work with parts of LCSMM, PPBES, and SAT. However, the majority of the job puts the CD people in LCSMM and PPBES and the TD people in SAT. Schools need to implement programs that will increase the relationships between these two groups of people.

The Combat Developers manage a new piece of equipment through its life cycle, from an initial concept until after it is fielded. In that process, a number of documents, filled out by the CDers, briefly mention the training that will be needed when the equipment becomes a part of the soldier's job. Combat Developers normally should have Training Developers address training in at least four documents that are part of the paper work involved in bringing new equipment into the Army. These four documents are:

- Organizational Requirements Document (ORD)
- Mission Needs Statements (MNS)
- The Basis of Issue Plan (BOIP)
- The Qualitative and Quantitative Personnel Requirements Information (QQPRI).

All four of these documents combined tell HQ Department of the Army, other major commands, and HQ TRADOC the quantity of equipment involved, the types of units involved, the MOS/SCs affected, the training equipment needs, and the long-range training requirements.

The Training Developer provides input to these four documents, and performs advance planning as to what new training and training resources will be needed to support the new piece of equipment.

Evaluation of TRAS Audit Trail Documents

Step 2 The Training Developer submits an Individual Training Plan (ITP) for each MOS/branch code affected at least five years before training begins.

Triggered by the CD documents, the Training Developer fills out the ITP for each MOS/branch code that will either be created or revised because of acquisition of the new equipment. The ITP is the earliest (or first) of the three TRAS documents. In the case of a new MOS/branch code, or major revision, the ITP should be completed and sent to HQ TRADOC at least five years before the training begins. TRADOC inserts this need for training resources into the long-range Planning, Programming, Budgeting, and Execution System (PPBES). Failure to submit in a timely fashion usually will delay funding.

NOTE

No two new equipment systems, or equipment modifications, are on the exact same acquisition process, or acquisition schedule. The size of the system, type of contract, and many other factors, determine the Combat Developers methods and schedule. The ITP is a living document and can either be initiated or revised whenever the Combat Developer/New System people clue the TDers of a change in training needs. Submitting the ITP at least five years, prior to the beginning of training, is ideal for a major revision. Submitting the ITP five years before the beginning of training is considered minimum when MCA funding is required. The ITP should be reviewed and updated annually.

Step 3 The Training Developer submits the Course Administrative Data (CAD) for each course affected, at least thirty-six (36) months before the FY training begins.

The CAD provides the course title, number, purpose/scope (including target audience), course length, location, and start date. Most of the information in the CAD is obtained during the course design.

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

The CAD informs TRADOC HQ that the school will need people, facilities, and equipment for the training projected earlier in the ITP. This CAD also alerts the Army personnel system to begin scheduling students for the course.

Step 4

The Training Developer submits the Program of Instruction (POI) for each course affected, at least six (6) months before training begins.

When the course design is completed, the Training Developer can accurately estimate all the resources needed to put the course on line. The POI itemizes the ammunition, equipment, training devices, and facilities needed (down to the last nut and bolt, if possible). The POI is like a withdrawal slip you would use at the bank to withdraw deposits from your account. If you want to draw out the resources you have previously programmed for (deposited) in the ITP and CAD (your account), you must submit the POI (withdrawal slip) to HQ TRADOC (the bank) not later than six months before the training begins .

Step 5

The Training Developer submits the revised POI after each course is validated.

The course is validated by conducting the first several iterations of the course and seeing if it teaches what is purports to teach. If the resources needed are different than those projected in the POI, the POI should then be revised and restaffed throughout the school and coordinated with HQ TRADOC.

This concludes our overview of the Training Requirements Analysis System. Let's have a quick review of what we discussed.

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

■ LESSON REVIEW/SUMMARY:

We will summarize this lesson by reviewing the characteristics of each of the three documents that make up the Training Requirements Analysis System (TRAS).

- **The Individual Training Plan (ITP)** -
The ITP presents the training strategy for an entire MOS/branch code and lists all courses for all skill levels in that MOS. Milestone dates for the development of each course and narrative of projected resource requirements are included. The ITP is staffed at your school and coordinated with HQ TRADOC. It addresses at least five fiscal years beginning with the current fiscal year. The ITP is the “early notification” of training resource needs.
- **The Course Administrative Data (CAD)** -
The CAD is often only one or two pages in length and is most accurate when composed of information derived from the SAT Design phase. However, the initial version is submitted long before the final design data is available. The CAD gives the course number, title, scope of instruction, target audience, length of course, and training start date. Following school staffing, it is coordinated with HQ TRADOC 36 months or more before the fiscal year of the training start date. The CAD puts the course into the TRADOC course catalog and initiates personnel actions for selecting and scheduling of students and assigning instructors.
- **The Program of Instruction (POI)** - The POI is written after the SAT Design and during the SAT Development phase. Each

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

course at your school has a POI that contains considerable information on course organization, student testing, indexing of instruction to the critical task list, and more. In the following lessons, the POI will be discussed in detail. In this lesson, we looked at the POI as a resourcing document that is staffed throughout the school and coordinated with HQ TRADOC not less than six months before the beginning of the new or revised training. The POI lists, in detail, the resources needed to conduct the course.

■ END-OF-LESSON EXERCISE

1. Identify one goal of the TRAS.

2. For new equipment you must submit:
 - a. ITP at least _____ months prior to course start date.
 - b. CAD at leaset _____ months prior to fiscal year course starts.
 - c. POI at least _____ months prior to course start date.

3. The ITP is derived mostly from the _____.

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

4. Name two CD documents that require TD input.



When finished, see your course manager for feedback.



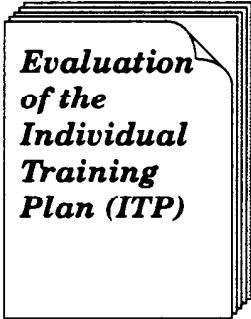
In this lesson, we discussed the ITP as a strategy and resourcing document and what role the ITP plays in TRAS. In the next lesson we will discuss how you evaluate the ITP.

TRAINING EVALUATOR COURSE

M O D U L E F O U R

LESSON

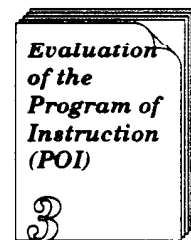
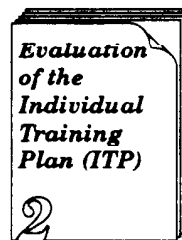
2



**Evaluation
of the
Individual
Training
Plan (ITP)**

***Evaluation of the
Individual Training Plan
(ITP)***

MODULE 4 LESSONS



U.S. Army Training and Doctrine Command
Training Development and Analysis Directorate
Ft. Monroe, VA 23651-5000

SEPTEMBER 1992

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

■ LESSON INTRODUCTION

As we discussed in Lesson One, there are three TRAS documents that your school is required to submit. These are the Individual Training Plan (ITP), the Course Administrative Data (CAD), and the Program of Instruction (POI). In this lesson, we will discuss the ITP. This will include a discussion of what the ITP contains and what you should look for as an evaluator.

■ LESSON OBJECTIVE

The training objective for this lesson is shown below. This objective includes: the **action** you will be able to perform at the conclusion of this lesson, the **conditions** under which you will be able to perform this action, and the **standards** to which you will be able to perform the action.

Conditions - Given the TRAS Job Aid provided with the workbook, any other references required, and the Individual Training Plan and related planning documents;

Action - You will review the ITP;

Standards - You will accurately determine currency, completeness, accuracy, and consistency and is LAW regulation

■ LESSON ACTIVITIES

PURPOSE OF ITP

▼.....
We mentioned in Lesson One that the ITP serves as both a strategy document and a resourcing document.

The ITP describes the proponent's overall plan to satisfy training requirements. In general, the ITP is prepared for

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

each enlisted military occupational specialty (MOS), commissioned officer branch code, warrant officer MOS, or separate functional training program. It is prepared after identification of a requirement for new or revised training and consists of a narrative description of the training strategy, a milestone schedule, and a resource estimate. Ideally, the ITP is submitted five years prior to the fiscal year of training implementation and generally covers an eight year period to ensure the training development process is integrated with the life cycle system management model (LCSMM) and the planning, programming, budgeting, and execution system (PPBES). This document is updated at any time the proponent determines there are significant changes or when more accurate estimates are available.

WHY EVALUATE AN ITP

▼.....

Why do you evaluate an ITP?

Because it is there? — NO!!

Because it was staffed to you? — NO!!

There are numerous reasons why you may be required to evaluate an ITP; however the three primary reasons are discussed below.

- You should evaluate ITPs, as part of a TRAS audit trail evaluation, **to ensure that a selected course undergoing evaluation is included in the ITP training strategy** for the MOS/branch code. This evaluation will include checks to ensure that the:

- ITP information on the course is accurate/up to date
- ITP information is consistent with information in other documents (e.g., POI, course mgmt plan, lesson plans, etc.)
- ITP information is recorded in accordance with TRADOC Reg

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

351-1 and local regulations, if applicable.

The ITP information checked includes the course purpose, title, length, start dates, milestones for course changes, etc. This evaluation would most likely be performed in conjunction with other types of training program (course) evaluations discussed in Module 1 of this course (e.g., SAT Audit Trail, Training Implementation, Student Learning, etc.).

- You should review school ITPs to ensure that the DOES resources needed to evaluate all courses, covered by the ITP, are accurately recorded in the ITP.
- You should also review school ITPs to ensure that the departments that developed the ITP include Quality Control (QC) procedures in the process. This may include signatures and dates of QC approvals. This is done as part of DOES's Quality Assurance responsibility.

ITP ▼..... **CHECKLIST** How do you evaluate an ITP?

As with the other types of evaluations we have discussed in this course, you may use a checklist to ensure that the ITP meets certain criteria. Once again, we have developed a short checklist to help you evaluate ITPs at your school. This checklist is included in Job Aid 4, *Evaluation of TRAS Documentation*. You received this job aid when you began this module of the course.

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents



Turn to the ITP checklist on page 5 of Job Aid 4 and read through the questions on the checklist.

As with the other checklists we have provided with this course, this checklist is also brief and to the point. It focuses only on the key points we have discussed in this lesson. If your school would like to expand on the checklist, feel free to do so.

That's about all we have to say about ITPs at this time. Let's quickly review what we've discussed and then complete a short End-Of-Lesson exercise.

■ LESSON REVIEW/SUMMARY

Remember, you evaluate ITPs as part of a training program evaluation to ensure the information in the ITP **is accurate, is consistent with other course documentation, and is recorded in accordance with the regulation.** You might also review ITPs regularly staffed through DOES to ensure that the **DOES resources** required to evaluate courses, covered by the ITP, are included. You may also review an ITP to ensure that the department that develops the ITP includes **quality control** checks in the process.

You should not do in-depth evaluations of every ITP, or any other document for that matter, that is staffed through DOES. You should also not review ITPs or other documents for editorial content. DOES simply does not have the time, or the manpower, to do this. If documents staffed through DOES consistently reflect poor writer/editorial quality, you may want to look at the organization's quality control procedures for that process.

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

■ END-OF-LESSON EXERCISE

1. State two reasons why DOES reviews ITP.
2. What do you do when you find a poorly prepared ITP.



When finished, see your course manager for feedback.

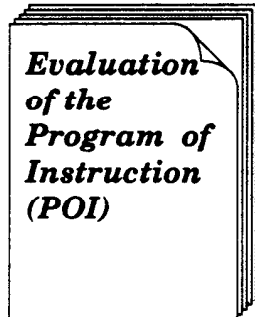
The next, and final, lesson in this Module will pertain to evaluating the Program of Instruction (POI) for each course covered in an ITP.

TRAINING EVALUATOR COURSE

M O D U L E F O U R

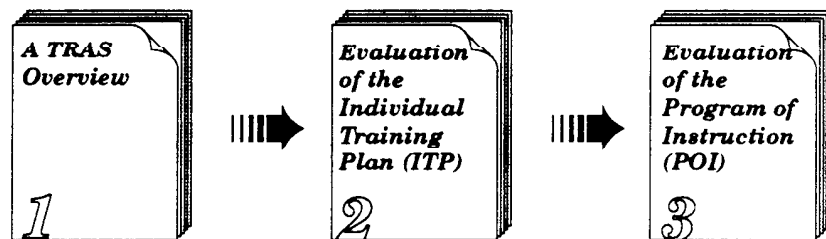
LESSON

3



***Evaluation of the
Program of Instruction
(POI)***

MODULE 4 LESSONS



U.S. Army Training and Doctrine Command
Training Development and Analysis Directorate
Ft. Monroe, VA 23651-5000

SEPTEMBER 1992

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

■ **LESSON INTRODUCTION**

As we discussed in Lesson One and Lesson Two, there are three TRAS documents that your school is required to submit. These are the Individual Training Plan (ITP), the Course Administrative Data (CAD), and the Program of Instruction (POI).

In this lesson we will discuss the POI. This will include a discussion of what the POI is and how you evaluate it. We will also briefly discuss the CAD. Little discussion of the CAD is required; since the CAD is a short, usually a one-to-two page document.

■ **LESSON OBJECTIVE**

The training objective for this lesson is shown below. This objective includes: the action you will be able to perform at the conclusion of this lesson, the **conditions** under which you will be able to perform this **action**, and the **standards** to which you will be able to perform the action.

Conditions - Given the TRAS Job Aid provided with the workbook, any other references required, and a POI related ITP;

Action - You will review POI;

Standards - You will accurately determine accuracy, currency, completeness, consistency, and whether is IAW TRADOC Regulation 351-1.

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

■ LESSON ACTIVITIES

POI RELATIONSHIP TO ITP AND CAD

▼..... How does the POI relate to the other TRAS documents?

Although we have discussed the relationship on the TRAS documents to each other, let's briefly compare the three documents.

The Individual Training Plan (ITP):

- Provides training strategy for the entire MOS/branch code
- Includes a narrative section, milestone schedule, and resource estimates
- Is prepared when a requirement arises for new or revised training due to new equipment, new doctrine, etc. (beginning of Analysis phase of SAT)
- Is approved locally and provided to HQ TRADOC. Addresses at least five fiscal years beginning with current fiscal year.
- Provides HQ TRADOC with long-range estimates of resources required to develop and implement training for each course in MOS/branch code.

The Course Administrative Data (CAD):

- Provides general information on each course in the ITP
- Includes general information: course title, course number, course length, general scope, target audience, start date, etc.
- Is approved locally and provided to HQ TRADOC at least thirty-six (36) months prior to the fiscal year of the training start date
- Updates HQ TRADOC on the status of the course and initiates personnel actions to schedule students for the course.

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

The Program of Instruction (POI):

- Provides specific information on each course in the ITP
- Includes specific information on course content, hours, types of instruction, and resource requirements
- Is approved locally and provided to HQ TRADOC at least six (6) months prior to the training start date
- Provides HQ TRADOC with detailed information that includes resource requirements for the course.

POI CONTENT ▼..... What does the POI look like?

The POI is usually a thick document and contains a lot of information under many different headings. When you began this module, your course manager provided you with a sample copy of a POI prepared by your school.

At this time, please get out your sample POI.

The following paragraph, taken directly from TRADOC Reg 351-1, provides an overview of the different parts of the POI.

Scan through your sample POI and locate each of the different parts of the POI listed in the paragraph below.

“In general, the POI consists of a cover sheet; a table of contents; preface pages; course summaries; training annexes; a mandatory training annex; an examination annex; a POI file index; a task and subject summary; an ammunition summary; an

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

equipment summary; a training aid, device, and substitute summary; a facilities summary; and course lesson sequence summaries. Submitted with POI to HQ TRADOC are ICH computation worksheets and an ICH computation summary.”

In the previous paragraph, notice that “preface page” is one part of the POI. The preface page and the CAD are usually identical. In fact, if they are not identical, the transmittal letter that goes with the POI during local staffing and submittal to HQ TRADOC should explain the difference.

CAD CONTENT

▼.....
What does the CAD look like?



At this time, please get out your sample CAD and locate the different parts of the CAD listed in the paragraph below.

The CAD contains eight data elements concerning a course: course number, title, purpose, prerequisites, scope, length (both peacetime and mobilization), training location, and training start date.

That's about all we are going to say about the CAD. For further information on this document, refer to TRADOC Reg 351-1.

Before we discuss how and why you evaluate POIs, let's wrap this part of the lesson up by saying that the POI contains nearly everything anyone would need to know about the course it covers except the very detailed course content in

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

the lesson plans themselves.

▼.....
Why do you need to evaluate POIs?

WHY EVALUATE A POI?

Just as there are different reasons for evaluating ITPs there are a number of reasons why you may be required to evaluate a POI. You will need to evaluate POIs for the four primary reasons discussed below.

- You should evaluate POIs, as part of a TRAS audit trail evaluation, to ensure that:
 - POI information on the course is accurate/up to date,
 - POI information is consistent with information in other documents (e.g., ITP, course mgmt plan, lesson plans, etc.)
 - POI information is recorded in accordance with TRADOC Reg 351-1 and local regulations, if applicable.
- As we discussed in Module 3 of this course, *Evaluation of SAT Audit Trail documents*, you should evaluate POIs when conducting SAT audit trail evaluations to determine if course development products are based on the results of previous Analysis and Design work.
- Since POIs reflect course content, you should evaluate them in conjunction with other types of training program (course) evaluations discussed in Module 1 of this course (Training Implementation, Student Learning, and Training Transfer Evaluations).
- You should also review school POIs to ensure that the departments that developed the POI include Quality Control (QC) procedures in the process. This may

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

include signatures and dates of QC approvals. This is done as part of DOES's Quality Assurance responsibility.

▼.....
How do you evaluate a POI?

POI CHECKLIST

Yes! You guessed it. You use a checklist that includes the main evaluation points. Where do you get this checklist? Yes! You guessed it again. We have developed one to assist you in evaluating POIs in your school.

Turn to the POI checklist on page 7 of Job Aid 4. Read through the questions on the checklist.



Our checklist focuses on points we have discussed in this lesson. It does not include checks to ensure that lesson plans and actual instruction align with the POI. These checks are discussed in the next module of the course, Module 5, *Evaluation of Training Implementation*.

As with the other checklists we have provided you during this course, this checklist is also brief and to the point. If your school would like to expand on the checklist, please feel free to do so.

LESSON REVIEW/SUMMARY

- Let's have a summary combined with the End-of-Lesson exercise. We have written a paragraph summarizing this lesson on POIs; but, we left out a lot of words that can be found in the lesson.

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

■ END-OF-LESSON EXERCISE

A paragraph about POIs follows. Fill in the missing words. You can use the workbook, job aid, or other references to answer the questions. When you are finished, see your course manager for feedback on the exercise.

A Program of Instruction (POI) is one of the three (1) _____ documents. It is completed, staffed, and coordinated with HQ TRADOC NLT (2) _____ before class start date. The preface page of the POI is nearly the same as the (3) _____. Differences between the two are explained in the letter of (4) _____ used to staff the new/revised POI. One reason for evaluating a POI is to ensure that SAT (5) _____ and (6) _____ results are incorporated into course development. Another reason to evaluate it is to ensure that the POI content is the same as in the (7) _____ and in the (8) _____. When the Training Department that develops the POI checks

TRAINING EVALUATOR COURSE

Evaluation of TRAS Audit Trail Documents

it for technical format/accuracy that is called (9)

_____. When DOES checks to see if it

was checked for technical format/accuracy that is called

(10)_____.



When finished, see your course manager for feedback.

■ **END-OF-MODULE EXERCISE**

Congratulations, you've just completed Module 4 of the Training Evaluator Course. You are now ready to take an End-of-Module Exercise.

As we discussed in the Course Introduction, after you complete the End-of-Module Exercise, your course manager will grade it and you will receive either a GO or NO GO for the module. You may want to quickly review the materials in the lessons of this module and the job aid provided with the module before taking the End-of-Module exercise. You may also have some questions you would like to ask the course manager.



When you are ready, take your course map to the course manager. The course manager will give you further directions for taking the End-of-Module Exercise.

Good Luck!

■ **REFERENCES AND SUGGESTED READINGS**